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AUTHOR Bournazos, Kimon
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ABSTRACT

This is the status report of a survey conducted to determine the types of entry level positions of students who graduate from Western Michigan University with a B. S. in Business Teacher Education and Administrative Services and those with a B. B. A. certified as a Business Education Teacher, for the academic years 1970-71, 1971-72, and 1972-73. The major purpose of this study is to learn what is happening to recent business education graduates in terms of such variables as: types of entry level positions graduates are holding: how these positions were found; length of time to locate positions and plans for graduate studies. Necessary data was obtained through questionnaires sent each year to the graduates of the 1970-71, 1971-72, and 1972-73 academic years soon after they graduated. Some findings are: (1) approximately 90 percent of the graduates of the Business Education and Administrative Services Department found employment either in teaching or business and industry during the three-Year period under study; (2) unemployment among the 1970-73 graduates is lower than the Michigan labor force population; (3) slightly more than one-third to almost one-half of the graduates found their positions by applying directly on their own. Tables are included in the text. (Author/KE)

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# STATUS REPORT OF WMU GRADUATES CERTIFIED FOR BUSINESS EDUCATION TEACHING FOR ACADEMIC YEARS 1970-71, 1971-72 AND 1972-73

A Survey

by

Kimon Bournazos

Business Education and Administrative Services

Dr. L. M. Moskovis, Department Head

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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## SUMMARY

### A STATUS REPORT OF THE 1970-71, 1971-72 AND 1972-73 BUSINESS EDUCATION AND ADMINISTRATIVE SERVICES GRADUATES WESTERN MICHIGAN UNIVERSITY

1. Approximately 90 percent of the graduates of the Business Education and Administrative Services Department found employment either in teaching or business and industry during the three year period under study (Table 2, page 6).
2. Of the 1970-71 graduates, 59.2 percent found teaching positions while 51.9 percent of the 1971-72 graduates and 51.1 percent of the 1972-73 graduates found teaching positions. This is an 8.1 percent decrease for the three year period. During this same period there was an increase of 9.1 percent in those finding employment in business and industry (Table 2, page 6).
3. Unemployment among the 1970-73 graduates is lower than the Michigan labor force population. The Michigan Labor Force averages for 1971-1973 were 8.7%, 8.9% and 9.7%. The Business Education graduate unemployment rate for this same period was 3.4%, 5.3% and 7.2% respectively (Table 2, page 6).
4. Slightly more than one-third to almost one-half of the graduates found their positions by applying directly on their own (Table 3, page 8).
5. Three-fourths to four-fifths of the graduates had found employment within six months after graduating (Table 4, page 9).
6. Hiring opportunities for men seem to be more favorable during the first month after graduation (Table 4, page 9).

7. About 83 percent to 93.8 percent of the graduates are employed in Michigan (Table 5, page 11).
8. Male graduates are somewhat more mobile than female graduates (Tables 5 and 6, pages 11 and 13).
9. Most of those in teaching positions are located in the Southwestern Michigan or Detroit Area (Table 6, page 13).
10. Most of the graduates not in teaching are in positions closely related to their business education and administrative services education and training (Table 7, page 14).
11. From 1970 to 1973 there has been a significant decrease in Administrative Services and General Office positions held by women (Table 7, page 14).
12. One-half or more of the graduates not teaching prefer their non-teaching positions in business and industry. During 1970-71, 26 of the 55 graduates preferred their non-teaching positions; during 1971-72, 32 of the 61 graduates preferred their non-teaching positions and during 1972-73, 25 out of 39 showed such a preference (Table 8, page 16).
13. Of the 155 graduates employed in business and industry during this three year period, 30 preferred teaching positions but were geographically immobile because of marriage, preference for a certain locale and related reasons (Table 8, page 16).
14. Changes in the labor market situation seem to create changes in terms of the types of business industries hiring graduates from one year to the other (Table 9, page 20).
15. Most graduates earned a B.S. degree and a Standard Teaching Certificate (Tables 10 and 11, pages 22 and 23).

16. About three-fourths of the graduates have a Business Education major (Table 12, page 24).

17. About 60 percent of the graduates had a General Business minor (Table 13, page 25).

18. There was an increase of 16 students taking graduate studies from 1970-71 to 1971-72. From 1971-72 there was a decrease of 31 students (Table 14, page 27).

19. Most students stated that they are taking graduate work to obtain a Master's Degree or a permanent teaching certifice (Table 15, page 28).

## INTRODUCTION

This is a status report of a survey conducted to determine the types of entry level positions of students who graduated from Western Michigan University with a B.S. degree in Business Teacher Education and Administrative Services and those with a B.B.A. degree certified as a Business Education Teacher for the academic years 1970-71, 1971-72 and 1972-73.

The major purpose of this study is to learn what is happening to recent Business Education graduates in terms of such variables as: types of entry level positions graduates are holding; how these positions were found, length of time to locate position and plans for graduate studies.

Questionnaires were sent each year to the graduates of the 1970-71, 1971-72 and 1972-73 academic years soon after they graduated. Table 1 shows the total population and the percentage of returns for each year's mailing.

TABLE 1

Total Population

| Year | Returns | | | Total Sent | % Return |
|---|---|---|---|---|---|
| | Male | Female | Total | | |
| 1970-71 | 78 | 101 | 179 | 198 | 90.4 |
| 1971-72 | 66 | 86 | 152 | 181 | 84.0 |
| 1972-73 | 28 | 70 | 98 | 117 | 83.8 |

The status of these graduates is presented in the following pages.

Present Employment Status

Of vital concern in this study is how these graduates fared on the labor market. Are they employed? If so, in what types of entry level positions did they find employment? Table 2 shows their employment status soon after graduation. It is encouraging to note that almost all of these graduates were employed at the time the surveys were made.

Of the 1970-71 graduates 59.2 percent found teaching positions while 51.9 percent of the 1971-72 graduates and 51.1 percent of the 1972-73 graduates found teaching positions. This is a net decrease of 8.1 percent for those finding teaching positions. During the same period there was a net increase of 9.1 percent (from 30.7% to 39.8%) of graduates finding employment in other types of work not in the teaching field.

Unemployment among the graduates is lower than the general population. Of those seeking work, only 3.4 percent of the 1970-71 graduates were unemployed in the fall of 1971 while 5.3 percent of the 1971-72 graduates and 7.2 percent of the 1972-73 graduates were unemployed in the fall of 1972 and 1973 respectively. This is lower than the state of Michigan unemployment averages which ranged from 8.7 percent to 8.9 percent and as high as 11.8 percent to 15.3 percent in some areas of the Lower Peninsula during the 1970-72 period.[1] During the 1973 survey period, the state unemployment average was 9.7 percent.[2]

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[1]The Michigan State Economic Record, XIV (January-February 1972), 4, XV (January-February 1973), 4.

[2]The Michigan State Economic Record, XVI (May-June 1974), 3.

TABLE 2

Present Employment Status

| Status | 1970-71* | | | 1971-72** | | | 1972-73*** | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| Employed Teaching | 61.5 | 57.4 | 59.2 | 50.0 | 53.4 | 51.9 | 53.6 | 50.0 | 51.1 |
| Employed - Other Work | 28.2 | 32.7 | 30.7 | 37.9 | 39.6 | 38.8 | 35.7 | 41.4 | 39.8 |
| Unemployed - Seeking Work | 2.6 | 4.0 | 3.4 | 6.1 | 4.7 | 5.3 | 10.7 | 5.7 | 7.2 |
| Unemployed - Not Seeking Work | 0.0 | 5.9 | 3.4 | 4.5 | 2.3 | 3.3 | 0.0 | 2.9 | 2.0 |
| Armed Services | 6.4 | 0.0 | 2.8 | 1.5 | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 |
| Deceased | 1.3 | 0.0 | 0.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*As of December 1971

**As of December 1972

***As of March 1974

Method of Finding Employment

When asked how they found their present position, slightly more than one-third to almost one-half reported that they applied on their own (see Table 3). Finding an entry level position through friends and relatives and the WMU Career Planning and Placement Bureau are distant secondary and tertiary sources. In short, most positions are obtained through direct application.

Of significance in this matter is the fact that a heavy emphasis is placed by the Business Education and Administrative Services Department in its curriculum on such employment seeking tools as: proper interviewing techniques, personal data resumés, techniques on how to apply for work, and cooperative work experience. As a result, most of these graduates are fairly sophisticated in job finding techniques before entering the labor market.

Length of Time Required to Locate Position

The data in Table 4 show that approximately one-fourth of these students found their present positions while still in college. Up to one-third or more had been hired less than one month after graduation. Slightly over fifty to sixty percent had jobs within two months after graduation; from two-thirds to three-fourths were employed within four months; and three-fourths to four-fifths were employed within six months after graduation. These cumulative totals are fairly consistent for all three graduating classes.

Hiring opportunities for men seem to be more favorable than for women during the first month following graduation. At least men seem

TABLE 3

Method of Finding Present Position

| Method | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| WMU Placement Bureau | 7.7 | 7.9 | 7.8 | 9.1 | 10.5 | 9.9 | 25.0 | 10.0 | 14.2 |
| Department Referral | 1.3 | 3.0 | 2.2 | 4.5 | 7.0 | 6.0 | 0.0 | 4.3 | 3.1 |
| Advertisement | 2.6 | 5.0 | 3.9 | 1.5 | 5.8 | 3.9 | 10.7 | 12.9 | 12.3 |
| Applied on own | 50.0 | 48.5 | 49.2 | 56.1 | 44.2 | 49.3 | 28.6 | 38.6 | 35.8 |
| Through friends and relatives | 18.0 | 15.8 | 16.8 | 9.1 | 7.0 | 7.9 | 7.1 | 14.3 | 12.2 |
| Worked there part-time or student taught and was hired permanently | 3.9 | 5.0 | 4.5 | 4.5 | 4.7 | 4.6 | 0.0 | 4.3 | 3.1 |
| Army/Other | 5.1 | 0.0 | 2.2 | 1.5 | 7.0 | 4.6 | 0.0 | 1.4 | 1.0 |
| Employment Agency | 2.6 | 3.0 | 2.8 | 0.0 | 4.7 | 2.6 | 7.1 | 0.0 | 2.0 |
| Unknown or N/A | 9.0 | 11.9 | 10.6 | 13.6 | 9.3 | 11.2 | 21.4 | 14.3 | 16.4 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

TABLE 4

Length of Time Required to Locate Position

| Time | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| While still in college | 33.3 | 17.9 | 24.6 | 42.4 | 16.2 | 27.5 | 25.0 | 25.7 | 25.6 |
| Less than 1 month | 7.7 | 8.9 | 8.4 | 6.1 | 4.7 | 5.3 | 14.3 | 7.1 | 9.2 |
| 1 - 2 months | 18.0 | 21.8 | 20.1 | 18.2 | 32.6 | 26.3 | 21.4 | 28.6 | 26.5 |
| 3 - 4 months | 14.1 | 13.9 | 14.0 | 16.7 | 15.1 | 15.7 | 10.7 | 15.7 | 14.3 |
| 5 - 6 months | 7.7 | 10.9 | 9.5 | 4.5 | 7.0 | 6.0 | 0.0 | 5.7 | 4.1 |
| 7 - 9 months | 7.7 | 10.9 | 9.5 | 1.5 | 3.5 | 2.6 | 10.7 | 0.0 | 3.1 |
| 10 - 12 months | 0.0 | 2.0 | 1.1 | 0.0 | 8.1 | 4.6 | 0.0 | 1.4 | 1.0 |
| Unknown or N/A | 11.4 | 13.9 | 12.8 | 10.6 | 12.8 | 12.0 | 17.9 | 15.7 | 16.2 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

to fare better on the labor market in terms of being able to find employment sooner than females.

Delay in experienced teachers signing new contracts and the uncertainty of tax dollars may also account for some of the lag in finding positions. Another factor which may contribute to lapse of time in finding employment is the graduation date. For example, those graduating in April may not find employment until fall.

Some students delayed entering the labor market until as late as August. Various reasons were given for this delay such as: couldn't decide on specific type of employment or geographic location, and deciding whether to work or go on to graduate school.

Marital status, mobility, and types of business courses which these graduates are qualified to teach certainly are variables which may crucially influence hiring preferences. Further study must be done to be certain which variables are significant to employers.

Location and Geographic Mobility

Table 5 shows that 80.5, 78.2 and 93.8 percent, respectively, of the graduates of all three classes are employed in Michigan. About 9 percent of the 1970-71 and 1971-72 graduates found positions in states bordering Michigan. These include Illinois, Indiana, Ohio and Wisconsin. Only one percent of the 1972-73 graduates are located in bordering states. A few are scattered in other areas of the continental United States.

Males are somewhat more mobile than females. Mobility of married females and males is about the same, while more of the single females

TABLE 5

Present Location of Respondents

| Location | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| Michigan | 76.9 | 83.2 | 80.5 | 69.7 | 84.9 | 78.2 | 92.8 | 94.3 | 93.8 |
| Bordering states | 6.5 | 11.0 | 9.0 | 13.6 | 4.7 | 8.6 | 0.0 | 1.4 | 1.0 |
| Central states | 0.0 | 0.0 | 0.0 | 1.5 | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 |
| Southeast states | 6.5 | 3.0 | 4.5 | 3.0 | 2.3 | 2.6 | 7.2 | 1.4 | 3.2 |
| Eastern states | 5.2 | 2.0 | 3.4 | 4.5 | 3.5 | 3.9 | 0.0 | 1.4 | 1.0 |
| Western states | 1.3 | 1.0 | 1.1 | 6.1 | 4.7 | 5.3 | 0.0 | 1.4 | 1.0 |
| Armed Services | 3.9 | 0.0 | 1.7 | 1.5 | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

remained in Michigan. The husband's mobility is a significant influence on the career pattern of the wife.

Of interest in this study is the geographic area in which graduates who are teaching are located. Table 6 shows that the Detroit and southwestern Michigan areas account for the bulk of the graduates. Of this group, southwestern Michigan which includes the cities of Kalamazoo, Grand Rapids, Benton Harbor and Battle Creek accounted for 40.4 percent of the 1970-71 graduates, 37.9 percent of the 1971-72 graduates, and 36 percent of the 1972-73 graduates. The Detroit area accounted for 25 percent of the teaching positions during 1970-71, 21.5 percent during 1971-72, and for 28 percent of the teaching positions in which the 1972-73 graduates were hired.

This type of information can be extremely helpful to the Department as well as to the University Career Planning and Placement Bureau when advising Business Education graduates concerning school districts which may offer the best hiring opportunities for entry level teaching positions.

Types of Non-Teaching Positions Held by Graduates

As Table 7 shows, most graduates who were working in non-teaching positions were working in occupations related to their Business Education background. Most (44.8 percent, 31 percent, and 20.4 percent for each year, respectively) were working in administrative type office positions. Almost all were females employed in executive secretarial and supervisory office positions. The supervisory positions were in management trainee programs and first-line supervisory work.

TABLE 6

Geographic Location of Teachers

| Location | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| Detroit area | 17.0 | 31.6 | 25.0 | 15.2 | 26.1 | 21.5 | 40.0 | 22.9 | 28.0 |
| Southwestern Michigan | 40.4 | 40.0 | 40.4 | 36.4 | 39.1 | 37.9 | 13.3 | 45.7 | 36.0 |
| Muskegon area | 0.0 | 5.3 | 2.9 | 0.0 | 6.5 | 3.8 | 13.3 | 8.6 | 10.0 |
| Saginaw, Bay City, Flint area | 12.8 | 5.3 | 8.7 | 9.0 | 2.2 | 5.1 | 20.0 | 17.1 | 18.0 |
| Ann Arbor, Jackson, Lansing area | 2.1 | 1.8 | 1.9 | 3.0 | 6.5 | 5.1 | 6.7 | 2.9 | 4.0 |
| Traverse City & North | 4.3 | 3.5 | 3.9 | 3.0 | 2.2 | 2.5 | 6.7 | 0.0 | 2.0 |
| Outstate | 23.4 | 12.3 | 17.3 | 33.3 | 17.4 | 24.0 | 0.0 | 2.9 | 2.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

TABLE 7

Types of Non-Teaching Positions Held by Graduates

| Position | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| Administrative Services | 8.0 | 72.0 | 44.8 | 0.0 | 54.8 | 31.0 | 0.0 | 28.6 | 20.4 |
| General Office | 0.0 | 0.0 | 0.0 | 3.1 | 21.4 | 13.5 | 0.0 | 5.7 | 4.1 |
| Accounting | 10.8 | 2.0 | 5.8 | 3.1 | 2.4 | 2.7 | 3.6 | 2.9 | 3.1 |
| Sales | 8.0 | 0.0 | 3.3 | 15.6 | 2.4 | 8.1 | 14.3 | 2.9 | 6.1 |
| Supervisory | 21.6 | 0.0 | 9.2 | 12.5 | 4.8 | 8.1 | 14.3 | 1.4 | 5.1 |
| Self-employed | 13.5 | 0.0 | 5.8 | 6.3 | 0.0 | 2.7 | 3.6 | 0.0 | 1.0 |
| Public, Social Work Agencies | 5.4 | 4.0 | 4.6 | 0.0 | 0.0 | 0.0 | 3.6 | 2.9 | 3.1 |
| Operative | 10.8 | 0.0 | 4.6 | 31.3 | 0.0 | 13.5 | 3.6 | 1.4 | 2.0 |
| Unknown | 21.6 | 22.0 | 21.8 | 28.0 | 14.3 | 20.3 | 57.1 | 54.3 | 55.1 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

It is interesting to note that there are two women in first-line office supervisory positions for 1971-72.

From 1970 to 1973 there has been a significant decrease in Administrative Services and General Office positions held by women. While among males there has been a decrease in operative work in 1972-73. The adverse employment situation seems to be preventing graduates from stepping into higher level supervisory and management trainee positions as readily as in the past. Further examination of the situation is needed to be more definitive of this change in non-teaching entry level positions.

## Career Preference of Graduates Employed in Non-Teaching Positions

Table 8 shows the career preferences of those graduates employed in positions other than teaching. One-half or more of the respondents prefer to be employed in non-teaching positions. During 1970-71, 26 out of a total of 55 preferred non-teaching positions. In 1971-72 the number was 32 out of 61, and in 1972-73, 25 out of 39 preferred non-teaching positions. This is a total of 83 out of 155 for the three year period.

During 197-71 there were only seven male graduates who preferred teaching instead of their present job. Three were banking trainees and four were working in semi-skilled jobs which were considered "stop-gap" jobs. One of these had not looked for work in other communities while another had a history major and Business Education minor.

During 1971-72 there were five male graduates working in other types of jobs who would have preferred teaching. One graduate lives in

TABLE 8

Career Preferences of Graduates Employed in Non-Teaching Positions

| Status | 1970-71 | | | | 1971-72 | | | | 1972-73 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | | Total | Male | Female | | Total | Male | Female | | Total | Grand Total |
| | | Married | Single | | | Married | Single | | | Married | Single | | |
| Prefer present non-teaching job | 10 | 4 | 6 | 20 | 14 | 3 | 10 | 27 | 3 | 5 | 6 | 14 | 61 |
| Prefer different non-teaching job | 5 | 1 | 0 | 6 | 5 | 0 | 0 | 5 | 4 | 3 | 4 | 11 | 22 |
| Sub-Total | 15 | 5 | 6 | 26 | 19 | 3 | 10 | 32 | 7 | 8 | 10 | 25 | 83 |
| Prefer teaching position | | | | | | | | | | | | | |
| Have looked in other communities | 6 | 0 | 7 | 13 | 4 | 6 | 8 | 17 | 3 | 4 | 4 | 11 | 41 |
| Have not looked in other communities | 1 | 14 | 1 | 16 | 1 | 3 | 8 | 12 | 0 | 1 | 2 | 3 | 31 |
| Sub-Total | 7 | 14 | 8 | 29 | 5 | 9 | 15 | 29 | 3 | 5 | 6 | 14 | 72 |
| Grand Total | 22 | 19 | 14 | 55 | 24 | 12 | 25 | 61 | 10 | 13 | 16 | 39 | 155 |

Kalamazoo and has not been willing to look in other communities for a teaching position. The four respondents who preferred teaching and had looked for work in other communities were employed in various types of jobs such as: steel mill laborer, bartender, car salesman, service station attendant, and abstractor in an insurance concern.

During 1972-73, three males preferred teaching. All three stated that they had inquired in other communities for teaching positions. One is presently employed as an office manager and tax consultant, another is a salesman for a major cereal company, and the third is a supervisor in an electrical construction company.

The data in Table 8 show that 22 females during 1970-71 preferred teaching positions over non-teaching positions. Of these, 14 were married and immobile because of spouse's job. Of the eight single females who preferred teaching positions, six were working in administrative secretarial positions and two in general clerical positions.

Of the 24 females who graduated during 1971-72 who were working in other types of jobs but preferred teaching, three were immobile because they were married. Although the other six married females were immobile, they have looked for teaching positions within a limited traveling radius. Upon checking their addresses, it was noted that five of th se nine individuals lived in Kalamazoo or Lansing, Michigan; cities in which there is an overabundance of certified teachers because of the proximity to major universities. Most of thse re pondents were employed in such positions as executive secretarial and related office positions.

Of the 15 single females who graduated during 1971-72 who would prefer teaching, eight were not willing to look in other communities.

All of these graduates held executive secretarial positions at the time of the survey. Of the seven single females who had looked in other communities for teaching positions, five were in executive secretarial and two in office clerical positions.

A total of ten women of the 1972-73 graduates prefer teaching positions. Two have not looked in other communities for teaching positions. Four married women and four single women have been willing to look in other communities for work. Of these, seven are employed in such positions as: executive secretary, secretary to the president of an automobile manufacturing company, escrow secretary, secretary in an accounting firm--all positions in which their Business Education and Administrative Services subjects were vitally needed. One female graduate is the manager of a meat market.

A review of Table 8 and an analysis of respondents' comments indicates that:

1. A number of people, after completing a student teaching experience, prefer not to teach, purposely setting out to find careers in the business world of work.
2. Many students view the Business Teacher Education major as serving a dual purpose. These students choose this major with the intention of working in the business sector of the economy. They believe that obtaining a teaching certificate is an added security benefit in case they change their minds.
3. A certain number of single females are immobile by choice, while married females are immobile because of their husbands' work; thus, geographic mobility is a significant variable.

4. Although males have been more mobile than females historically, many attempt to find positions in certain communities which they consider more preferable. Only after all possibilities of employment are exhausted will they look in other communities.
5. A few students are marginal because of a number of factors such as: low GPA, dress and grooming habits and related personality factors.

Types of Industry in Which Employed

Table 9 shows that the entry level positions are quite different in terms of the type of industries which hired graduates each year.

During 1970-7' the types of business and industry firms which hired the largest percentage of graduates in rank order were: small business (21.3%), social and government services (20%), financial institutions (14.7%) and educational institutions (12%). During 1971-72 the rank order changed. The largest percentage of positions found by our graduates were in: heavy manufacturing (19.8%), retailing and wholesaling (18.4%), educational institutions (14.5%) and small business (14.5%). During 1972-73 the rank order of the hiring firms was: small business services (22.7%), social and government services (18%), manufacturing (16%), and financial services (13.6%)

Changes in the labor market should be studied closely from year to year. Labor market research and aggressive employer recruiting is vitally necessary if the University is to assist graduates to find out where career opportunities are available in the business world of work.

TABLE 9

Types of Industry in Which Non-Teachers Are Employed

| Industry | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| Social and Government Services | 25.0 | 15.4 | 20.0 | 5.8 | 4.8 | 5.3 | 8.3 | 21.9 | 18.0 |
| Financial Services | 16.7 | 12.8 | 14.7 | 8.7 | 4.8 | 6.6 | 0.0 | 18.8 | 13.6 |
| Small Business Services | 27.8 | 15.4 | 21.3 | 20.8 | 9.5 | 14.5 | 41.7 | 15.6 | 22.7 |
| Manufacturing - Heavy | 11.1 | 7.7 | 9.3 | 14.6 | 23.8 | 19.8 | 25.0 | 12.5 | 16.0 |
| Retailing-Wholesaling | 8.3 | 2.6 | 5.3 | 20.8 | 16.7 | 18.4 | 25.0 | 3.1 | 9.1 |
| Medical Services | 5.5 | 10.2 | 8.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 4.5 |
| Legal Services | 5.5 | 12.8 | 9.3 | 0.0 | 9.5 | 5.3 | 0.0 | 3.1 | 2.3 |
| Educational Institutions | 0.0 | 23.0 | 12.0 | 5.8 | 21.4 | 14.5 | 0.0 | 6.3 | 4.5 |
| Service Industry | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.3 | 4.5 |
| Unknown | 0.0 | 0.0 | 0.0 | 23.5 | 9.5 | 15.6 | 0.0 | 6.3 | 4.5 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Type of Certification and Degree

The data in Table 10 indicate that almost all of these graduates obtained a Standard Teaching Certificate. About two and a half times more graduates of the 1972-73 class obtained both a Standard Teaching and Vocational Office Teaching certificate. A few obtained a Standard Teaching Certificate in combination with other types of certification.

Type of Degree Earned

Most graduates (91.6%, 86.7%, and 89.9%) earned a B.S. degree while a few earned a B.B.A., B.A. or M.A. degree (see Table 11).

Type of Major

Table 12 shows that for the three years under study, about three-fourths of these graduates had a Business Education major. The remainder had majors in such areas as Physical Education, Social Science, Distributive Education, Home Economics, and General Business.

Type of Minor

General Business was chosen most often as a minor. Note in Table 13 that substantially more females than males had a General Business minor (19% more in 1970-71, 23.1% more in 1971-72, and 22.2% more in 1972-73). Business Education and Social Science minors were a distant second and third choice.

TABLE 10

Type of Certificate Earned

| Certificate | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| Standard Teaching Certificate | 79.5 | 77.2 | 78.2 | 71.2 | 61.6 | 65.8 | 50.0 | 55.7 | 54.1 |
| Voc. Office Teaching | 0.0 | 2.0 | 1.1 | 6.1 | 8.1 | 7.2 | 7.1 | 7.1 | 7.1 |
| Voc. Office Coordinator | 1.3 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Standard Teaching & Voc. Office Teaching | 6.4 | 10.9 | 8.9 | 3.0 | 12.8 | 8.6 | 25.0 | 18.6 | 20.4 |
| Voc. Dist. Ed. & Standard Teaching | 2.6 | 2.0 | 2.2 | 0.0 | 1.2 | 0.7 | 3.6 | 5.7 | 5.1 |
| Voc. Dist. Ed. Coordinator | 0.0 | 0.0 | 0.0 | 3.0 | 1.2 | 2.0 | 0.0 | 0.0 | 0.0 |
| Standard Teaching & Voc. Office & Voc. Coord. | 0.0 | 2.0 | 1.1 | 4.5 | 3.5 | 3.9 | 0.0 | 4.3 | 3.1 |
| Standard Teaching & Voc. Office Coord. | 1.3 | 1.0 | 1.1 | 0.0 | 0.0 | 0.0 | 3.6 | 1.4 | 2.0 |
| Unknown | 8.9 | 4.9 | 6.7 | 12.1 | 11.6 | 11.8 | 10.7 | 7.1 | 8.2 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

TABLE 11

Type of Degree Earned

| Degree | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| B.S. | 89.7 | 93.1 | 91.6 | 83.3 | 89.5 | 86.7 | 82.1 | 92.9 | 89.9 |
| B.B.A. | 6.4 | 1.0 | 3.4 | 9.1 | 0.0 | 4.0 | 7.1 | 1.4 | 3.0 |
| M.A. | 0.0 | 1.0 | 0.6 | 0.0 | 1.2 | 0.7 | 0.0 | 1.4 | 1.0 |
| B.A. | 2.6 | 4.9 | 3.9 | 1.5 | 4.7 | 3.3 | 7.1 | 4.3 | 5.1 |
| B.S. & B.B.A. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.6 | 0.0 | 1.0 |
| Unknown | 1.3 | 0.0 | 0.6 | 6.1 | 4.7 | 5.3 | 0.0 | 0.0 | 0.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

TABLE 12

Academic Major

| Major | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| Business Education | 62.8 | 84.2 | 74.9 | 57.6 | 91.9 | 77.0 | 53.6 | 82.9 | 74.5 |
| General Business | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 7.1 | 2.9 | 4.0 |
| Physical Education | 7.7 | 0.0 | 3.4 | 21.2 | 0.0 | 9.2 | 14.3 | 4.3 | 7.2 |
| Distributive Education | 5.1 | 2.0 | 3.4 | 10.6 | 1.2 | 5.3 | 0.0 | 0.0 | 0.0 |
| SJocal Science | 6.4 | 5.9 | 6.2 | 7.6 | 2.3 | 4.6 | 10.7 | 1.4 | 4.1 |
| Accounting & Marketing - BBA | 6.4 | 0.0 | 2.8 | 1.5 | 1.2 | 1.3 | 3.6 | 0.0 | 1.0 |
| Home Economics | 0.0 | 5.9 | 3.4 | 0.0 | 3.5 | 1.9 | 0.0 | 4.3 | 3.1 |
| Applied Science | 3.9 | 2.0 | 2.8 | 1.5 | 0.0 | 0.7 | 3.6 | 2.9 | 3.1 |
| Bus. Ed./Phys. Ed. | 5.1 | 0.0 | 2.2 | 0.0 | 0.0 | 0.0 | 7.1 | 0.0 | 2.0 |
| Unknown | 2.6 | 0.0 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 | 1.4 | 1.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

TABLE 13

Academic Minor

| Minor | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male % | Female % | Total % | Male % | Female % | Total % | Male % | Female % | Total % |
| Business Education | 17.9 | 15.8 | 16.8 | 36.4 | 9.3 | 21.0 | 35.7 | 14.3 | 20.4 |
| General Business | 51.3 | 70.3 | 62.0 | 45.5 | 68.6 | 58.5 | 46.4 | 68.6 | 62.3 |
| Physical Education | 3.9 | 0.0 | 1.7 | 3.0 | 0.0 | 1.3 | 0.0 | 0.0 | 0.0 |
| Social Science | 11.5 | 10.9 | 11.2 | 3.0 | 18.6 | 11.8 | 7.1 | 14.3 | 12.2 |
| Accounting | 3.9 | 0.0 | 1.7 | 1.5 | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 |
| Applied Science | 2.6 | 3.0 | 2.8 | 0.0 | 1.2 | 0.7 | 7.1 | 1.4 | 3.1 |
| Unknown and Double Major | 9.0 | 0.0 | 3.9 | 10.6 | 2.3 | 6.0 | 3.6 | 1.4 | 2.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Graduate Degree Enrollment

The number enrolled in graduate studies from 1970-71 to 1971-72 increased by 16 students and dropped by 31 from 1971-72 to 1972-73. The data in Table 14 also show that more females than males are enrolled in graduate classes and that most students matriculated with their alma mater. Very few students are enrolled in outstate institutions.

Reasons for Graduate Enrollment

Most graduates presently taking and planning to take graduate work gave multiple reasons. Table 15 shows that the major reasons given most of the time were to obtain a Master's Degree or to obtain permanent certification.

TABLE 14

Institutions in Which Enrolled for Graduate Study

| Institution | 1970-71 | | | 1971-72 | | | 1972-73 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male No. | Female No. | Total No. | Male No. | Female No. | Total No. | Male No. | Female No. | Total No. |
| Western Michigan Univ. | 9 | 14 | 23 | 12 | 19 | 31 | 3 | 9 | 12 |
| Central Michigan Univ. | 2 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 0 |
| University of Michigan | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Northern Michigan Univ. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Eastern Michigan Univ. | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 0 |
| Wayne State Univ. | 0 | 1 | 1 | 1 | 2 | 3 | 0 | 0 | 0 |
| Michigan State Univ. | 0 | 2 | 2 | 3 | 2 | 5 | 1 | 0 | 1 |
| Va. Polytechnic | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| Loyola | 0 | 1 | 1 | 4 | 1 | 5 | 0 | 0 | 0 |
| Georgia State | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Total | 12 | 20 | 32 | 21 | 27 | 48 | 7 | 10 | 17 |

TABLE 15

Reasons for Graduate Work

| Reason | 1970-71 | | | 1971-72 | | | 1972-73 | | | Grand Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | Male No. | Female No. | Total No. | Male No. | Female No. | Total No. | Male No. | Female No. | Total No. | |
| Get ahead in present job | 15 | 9 | 24 | 22 | 16 | 38 | 8 | 9 | 17 | 79 |
| Permanent certification | 38 | 61 | 99 | 34 | 54 | 88 | 15 | 37 | 52 | 239 |
| Vocational certification | 9 | 10 | 19 | 1 | 9 | 10 | 2 | 11 | 13 | 42 |
| Master's Degree | 50 | 67 | 117 | 44 | 57 | 101 | 16 | 37 | 53 | 271 |
| Prepare for different kind of job | 1 | 1 | 2 | 4 | 4 | 8 | 0 | 2 | 2 | 12 |